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AUTHOR	Johnson, Lary
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ABSTRACT

Minneapolis Public Schools (MPS) staff members have participated in Tuesday released time human relations activities for three years to improve the climate of mutual trust and respect among members of the school community, to develop interpersonal communication skills, and to become more sensitive to values and attitudes of others. Using participant responses to a post-program questionnaire (80 percent response, 2,700 people) as a rough measure of program effectiveness, the results appear to be mixed. Some of the more favorable results were that the majority of the participants said that the Human Relations Program was worthwhile, that relationships among staff improved, and that their understanding of other racial and cultural groups improved. Some of the less favorable results were that the activities at some schools were rated positively by less than half of the participants, and that about 30 percent of the total group of participants did not feel that the three years of human relations activities had an impact on their relationships with adults and students in their school setting. Recommendations and directions for the future are proposed. (RC)

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Minneapolis Public Schools

Participant Reactions to Three Years of Human Relations Programs in the Minneapolis Public Schools 1972-1975

Lary Johnson

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Participant Reactions to Three Years of Human Relations Programs in the Minneapolis Public Schools 1972-1975

Summary

Minneapolis Public Schools (MPS) staff members have participated in Tuesday released time human relations activities for three years to improve the climate of mutual trust and respect among members of the school community, to develop interpersonal communication skills, and to become more sensitive to values and attitudes of others.

How effective have the Human Relations Programs (HRP) been? Reactions from about 80% (2,700 people) of the participants in the 1974-75 HRP were obtained in May 1975 using a questionnaire developed by the MPS Research and Evaluation Department and the MPS Department of Intergroup Education's three area human relations facilitators. The results indicated that:

- Overall, 77 percent of the elementary participants and 56 percent of the secondary participants said that the 1974-75 human relations activities were worthwhile.
- On all items, participants at elementary schools responded more favorably to the 1974-75 HRP than did participants at secondary schools.
- The majority of the participants said that they were aware of the purpose of the 1974-75 HRP, that they had some input into what the HRP would be, and that the HRP was related to the needs in their school.
- Reactions to the 1974-75 HRP varied greatly among both elementary and secondary schools, indicating substantial differences in the quality of human relations activities among schools.
- About three-fourths of the respondents felt there was a need for more human relations education at their school regarding interpersonal relationships and awareness of cultural pluralism.
- The majority of the participants agreed, although not strongly, that relationships among staff members and their understanding of people of different racial and cultural groups have improved as a result of the three years of human relations activities.
- About two-thirds of the elementary and half of the secondary participants said that, as a result of the three years of HRPs, they have applied skills or new learnings in school situations requiring decision-making and interactions with other members of the school community. The respondents also indicated that these skills were applied equally to majority and minority members of the school community.
- Staff members, on the average, viewed staff-staff, staff-student and student-student relationships in their school setting as positive. Staff ratings of the quality of these relationships did not change substantially between May 1974 and May 1975.
- More Black than White participants said there was a need for more human relations education in their school. Blacks also gave less favorable average ratings than did Whites to the quality of staff-staff and staff-student relationships.

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June 1975 Research and Evaluation Department

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Minneapolis Public Schools

Participant Reactions to Three Years of Human Relations Programs in the Minneapolis Public Schools 1972-1975

. . . Mutual trust and respect
. . . Communication skills
. . . Sensitivity to others

Goals such as these were addressed by the Minneapolis Public Schools (MPS)' Human Relations Program (HRP) from 1972 to 1975. Ten Tuesday released time sessions (ninety minutes each) were used in 1972-73 to focus on the development of communication skills among staff. Five released time sessions were used for human relations programs in both 1973-74 and 1974-75. Each school in the last two years had the responsibility to plan a human relations program suited to its own particular needs, within certain broad guidelines. The broad guidelines were established in the MPS 1970 Human Relations Guidelines, the MPS Desegregation/Integration plan adopted in April 1972, and the MPS proposal for human relations recertification. Excerpts from these documents can be found in Appendix C.

How effective have the Tuesday Human Relation Programs been? Have staff members improved their communications skills, increased their understanding of others, interacted differently in the school setting? What is the quality of interpersonal relationships among staff and students? The reactions of HRP participants to these questions were obtained in May 1975 by using a questionnaire developed by the MPS Research and Evaluation Department and the MPS Department of Intergroup Education's three area human relations facilitators (a copy of the questionnaire is in Appendix B, page 18). Some of the questionnaire items referred to the 1974-75 HRP only, while other items asked the participants to use the total three years of the HRP as a reference point.

Questionnaires were returned by all schools and locations that participated in the 1974-75 HRP, except two secondary and three elementary schools. After excluding questionnaires from special locations that could not be classified as elementary or secondary buildings, responses were analyzed for 1,370 elementary and 1,324 secondary participants. These returns represent about 80 percent of the participants in the 1974-75 HRP.

Results

The following conclusions are based on the data presented in Tables 1-8 in Appendix A, pages 7-17.

1. Overall, 77 percent of the elementary participants and 56 percent of the secondary participants said that the 1974-75 human relations activities were worthwhile. (Table 1)

2. On all items, participants at elementary schools responded more favorably to the 1974-75 Human Relations Program than did participants at secondary schools.

3. The majority of the participants said that they were aware of the purpose of the 1974-75 HRP, that they had some input into what the HRP would be, and that the HRP was related to the needs in their school. (Table 1)

4. About three-fourths of the respondents felt there was a need for more human relations education at their school regarding interpersonal relationships and awareness of cultural pluralism. (Table 1)

5. Participant reactions to the Human Relations Program have become more favorable each year. (Table 2) Several items on the 1974-75 questionnaire were the same or very similar to questionnaire items used in evaluations of the 1972-73 and 1973-74 HRPs. These items were used to compare participant reactions to each of the three years of HRPs.

6. Three-fourths of the elementary and half of the secondary participants said they have used, and have seen others using, the communications skills that were emphasized in previous HRPs. (Table 3)

7. The majority of the participants agreed, although not strongly, that, as a result of the three years of HRPs, the relationships among staff members have improved, and that their understanding of and relationships with people of different racial and cultural groups have improved. (Table 3) However, for secondary participants, only a slight majority of the respondents agreed on many of the items.

- Seventy-four percent of the elementary and 54% of the secondary respondents felt that they improved their interpersonal skills.
- Sixty-four percent of the elementary and 52% of the secondary respondents said that the members of their school developed more positive working relationships.

- Seventy-five percent of the elementary and 61% of the secondary respondents said that they are more aware of values and outlooks of cultural and racial groups other than their own.
- Seventy-three percent of the elementary and 56% of the secondary participants felt better able to deal with people of different life styles and values.

8. Participant reactions to the HRPs varied greatly among both elementary and secondary schools, indicating substantial differences in the quality of human relations activities among schools. (Table 4)

- All (100%) of the respondents at the most positive responding elementary school, and 31% of the respondents at the least positive responding school, said that the 1974-75 HRP was worthwhile.
- Among secondary schools, the percentage of respondents who said that they had a clear idea of the purpose or goals of this year's HRP ranged from 100% to 20%.
- Among elementary schools, the percentage of respondents who indicated that staff members developed more positive working relationships ranged from 100% to 28%.

9. About two-thirds of the elementary and half of the secondary participants said that they have applied skills or new learnings from the three years of HRPs in several school situations requiring decision-making and interactions with other members of the school community. (Table 5)

10. Respondents indicated that skills and new learnings from three years of HRPs were applied equally to majority and minority members of the school community. (Table 5)

- About two-thirds of the elementary respondents said that, as a result of the HRPs, they have applied skills in interactions between themselves and staff members of racial/ethnic groups other than their own (67%) and in interactions between themselves and staff members of their own racial/ethnic group (64%).
- Fifty-eight percent of the secondary said that they have applied new skills in their daily personal interactions with majority students and with minority students.

11. Staff members, on the average, viewed staff-staff, staff-student, and student-student relationships in their school setting as positive. Staff-staff and staff-student relationships between members of different[1] racial/ethnic backgrounds were rated as positively as were staff-staff and staff-student relationships in general (i.e. relationships not qualified by the racial/ethnic background of the people in the relationship). Elementary staff members rated the relationships more positively than did secondary staff members. (Table 6)

On a five-point scale ranging from 1.0 (least favorable) to 3.0 (neutral) to 5.0 (most favorable), the May 1975 ratings by staff members on the friendly-unfriendly dimension for each relationship were:

Among all staff members; elementary (3.9), secondary (3.7).

Between staff members of different races; elementary (3.9), secondary (3.6).

Between all staff and students; elementary (4.1), secondary (3.7)

Between staff and students of different races; elementary (4.0), secondary (3.5).

Between students of different races; elementary (3.7), secondary (3.3).

12. Staff ratings of the quality of staff-staff, staff-student, and student-student relationships did not change substantially between May 1974 and May 1975. (Table 6)

13. The reactions of Black participants were different than the reactions of White participants on many items.[2] Where differences occurred, White elementary participants responded more favorably than Black elementary participants, and Black secondary participants responded more favorably than White secondary participants. (Table 7)

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[1] It is possible that some respondents may have misinterpreted the three items in Table 6 that refer to different racial/ethnic backgrounds. The "different" was intended to indicate that the members in the relationship were of different racial/ethnic backgrounds (such as Black-White). The "different" was not intended to indicate that the members in the relationships were of a different racial/ethnic background than the respondent (for a White respondent, it could mean a Black-Black relationship).

[2] The number of Black staff members who identified their racial/ethnic background represented about 60% of the Black elementary personnel and about 50% of the Black secondary personnel. Since it is not known if the total population of MPS Black elementary and secondary personnel is represented by this sample, the results should be interpreted cautiously.

- Eighty-one percent of the White elementary respondents and 58% of the Black elementary respondents said that the 1974-75 HRP was worthwhile. Seventy-four percent of the Black secondary and 58% of the White secondary respondents said the HRP was worthwhile.
- Seventy-seven percent of the White elementary, 53% of the Black elementary, 61% of the Black secondary, and 56% of the White secondary respondents agreed that they improved their interpersonal skills as a result of the past three years of HRPs.
- A greater percentage of White than Black elementary participants, and a greater percentage of Black than White secondary participants said that they have applied skills or new learnings from the three years of HRPs in their interactions with other members of the school-community.

14. More Black than White participants said that there was a need for more human relations education in their school. (Table 7, items 4-6)

15. Black respondents in elementary and secondary schools gave less favorable average ratings than did White respondents to the quality of staff-staff and staff-student relationships in their school. (Table 8)

16. White elementary respondents rated the quality of the relationship between students of different racial/ethnic backgrounds more positively than did Black elementary respondents; at the secondary level, White respondents and Black respondents gave similar ratings to the quality of this relationship. (Table 8)

Discussion and Recommendations

Have the three years of Tuesday human relations activities for MPS staff had a positive impact on mutual trust and respect, interpersonal communication skills, and sensitivity to others? Using participant responses to a post-program questionnaire as a rough measure of program effectiveness, the results appear to be mixed.

Some of the more favorable results were that the majority of the participants said that the Human Relations Program was worthwhile, that relationships among staff improved, and that their understanding of other racial and cultural groups improved. Some of the less favorable results were that the activities at some schools were rated positively by less than half of the participants,

and that about thirty percent of the total group of participants did not feel that the three years of human relations activities had an impact on their relationships with adults and students in their school setting.

It is the evaluator's recommendation that the following points should be considered if human relations activities are continued for MPS personnel. Special efforts should be made to upgrade the quality of programs at some schools. Apparently the adopted format of giving each school responsibility for developing its own human relations program has not been successful at several schools. Perhaps in schools with large staffs (and with diverse needs), it is difficult to develop programs that meet the needs of all personnel. Perhaps additional resources (planning time, expertise) are needed in many situations. The Department of Intergroup Education should work closely with individual, or groups of, schools to upgrade programs and to actively explore alternative program formats.

Future human relations efforts should concentrate on the development of skills that can be practiced in the school-community as school personnel interact with students, parents, and other staff members. It does not seem unreasonable to suggest that an objective of future human relations programs be that participants will be able to describe changes in their behavior that have occurred as a result of the human relations activities; e.g. classroom methods, behavior in staff meetings, conferences with parents.

Appendix A

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Table 1

The 1974-75 MPS Human Relations Program as
Viewed by Elementary and Secondary Staff Participants
(Elementary, N=1370; Secondary, N=1324)

Statement (Question)	Staff Level	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I had a clear idea of the purpose or goals of this year's HRP for my school.	Elem	25%	58%	14%	3%
	Sec	15	54	24	7
2. I had some input into what this year's HRP would be.	Elem	25	54	15	5
	Sec	19	55	19	8
3. This year's HRP was related to the needs in my school.	Elem	26	60	11	4
	Sec	15	56	21	7
There is a need for more human relations education within my school regarding:					
4. Intra-interpersonal relationships	Elem	29%	44%	21%	6%
	Sec	27	43	22	9
5. Awareness of cultural pluralism	Elem	20	50	24	6
	Sec	20	43	28	9
6. Program change and development	Elem	24	50	21	5
	Sec	25	49	19	7
		Very Worthwhile	Worthwhile	Not Very Worthwhile	Worthless
7. All in all, how worthwhile were this year's human relations activities to you?	Elem	19%	58%	20%	3%
	Sec	8	48	36	8

Table 2

Comparisons Among Participant Reactions to the First, Second, and Third Years of the Human Relations Program

Item	Response	Elementary			Secondary		
		72-73[b]	73-74[c]	74-75	72-73	73-74	74-75
1. I had a clear idea of the purpose or goals of this year's HRP	Agree[a]	69%	81%	83%	53%	61%	69%
	Disagree	31	19	17	47	39	31
2. I had some input into what this year's HRP would be	Agree	69	76	79	57	66	74
	Disagree	31	24	21	43	34	26
3. This year's HRP was related to the needs in my school	Agree	75	79	86	62	60	71
	Disagree	25	21	14	38	40	29
4. All in all, how worthwhile was the Human Relations Program to you?	Very worthwhile	12	11	19	6	5	8
	Worthwhile	54	58	58	36	41	48
	Not very worthwhile	30	27	20	45	43	36
	Worthless	5	4	3	13	11	8

[a]Some response categories were not exactly the same on each year's questionnaire, but were similar enough to be comparable.

[b]Nesset, Bonna; Faunce, R. W.; and Clark, Sara H. "Minneapolis Human Relations Program, An Evaluation 1972-73." Minneapolis Public Schools, December 1973.

[c]Johnson, Lary. "An Evaluation of the 1973-74 Minneapolis Public Schools' Human Relations Program." Minneapolis Public Schools, August 1974.

Table 3

Specific Benefits from Three Years of Human Relations Programs as Viewed by Elementary and Secondary Staff (Elementary, N=1370; Secondary, N=1324)

As a Result of the Past Three Years of Tuesday Human Relations Programs:	Staff Level	SA[a]	A	D	SD	NA
1. I feel that I improved my interpersonal skills	Elem	10%	64%	17%	4%	5%
	Sec	5	49	31	8	7
2. I got to know other staff members better	Elem	19	63	12	4	2
	Sec	12	58	21	5	4
3. The members of my school or project developed more positive working relationships	Elem	10	54	26	6	3
	Sec	5	47	34	9	5
4. I feel better able to relate to persons of different racial/ethnic groups	Elem	12	57	20	5	5
	Sec	6	44	35	8	6
5. I am more aware of the values and outlooks of cultural and racial groups other than my own	Elem	15	60	16	4	5
	Sec	8	53	26	8	5
6. I feel better able to deal with sexism	Elem	13	46	23	6	13
	Sec	6	35	35	11	13
7. I feel better able to deal with people of different life styles and values	Elem	12	61	16	4	6
	Sec	7	49	29	8	6
		Yes		No		Did Not Take Part
8. This year have you used the communication skills that were emphasized in past Human Relations Programs?	Elem	78%		13%		10%
	Sec	54		35		11
9. This year have you seen others using the communication skills that were emphasized in past HR programs?	Elem	73		18		9
	Sec	51		40		9

[a]SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree. Respondents were directed to choose NA if their program did not address the topic.

Table 4

Range of Staff Responses by Individual Schools to the 1974-75 Human Relations Program

Item	Response	Elementary		Secondary	
		High	Low	High	Low
1. I had a clear idea of the purpose or goals of the HRP for my school	Total Strongly Agree and Agree	100%	37%	100%	20%
2. I had some input into what this year's HRP would be	Total Strongly Agree and Agree	100	53	100	37
3. This year's HRP was related to the needs in my school	Total Strongly Agree and Agree	100	34	100	37
There is a need for more human relations education within my school or project regarding:					
4. Intra-interpersonal relationships	Total Strongly Agree and Agree	96%	28%	89%	43%
5. Awareness of cultural pluralism	Total Strongly Agree and Agree	93	41	86	43
6. All in all, how worthwhile were the human relations activities to you?	Total Very Worthwhile and Worthwhile	100%	31%	100%	29%
As a result of the past three years of Tuesday Human Relations Programs:					
7. I feel that I improved my interpersonal skills	Total Strongly Agree and Agree	100%	41%	77%	24%
8. The members of my school developed more positive working relationships	Total Strongly Agree and Agree	100	28	87	25
9. I am more aware of the values and outlooks of cultural and racial groups other than my own	Total Strongly Agree and Agree	100	33	87	22

Table 5

Application of Skills or New Learnings from Three Years of Human Relations Programs as Indicated by Elementary and Secondary Staff (Elementary, N=1370; Secondary, N=1324)

Have You Applied Any Skills or New Learnings from the Three Years of Tuesday Human Relations Programs to Help You in Any of the Following Situations?	Staff Level	Yes	No	Not Sure
1. Interactions between you and administrators	Elem	57%	19%	25%
	Sec	43	35	21
2. Staff decision-making	Elem	69	19	12
	Sec	45	38	16
3. Future Planning	Elem	64	21	15
	Sec	44	39	17
4. Curriculum changes	Elem	49	31	19
	Sec	42	42	16
5. Interactions between you and staff members of racial/ethnic groups other than your own	Elem	64	21	15
	Sec	49	35	16
6. Interactions between you and staff members of your own racial/ethnic group	Elem	67	21	11
	Sec	49	37	15
7. Daily personal interactions between you and majority students	Elem	74	16	10
	Sec	58	30	13
8. Daily personal interactions between you and minority students	Elem	71	17	12
	Sec	58	29	13
9. Interactions between you and majority students in conflict (problem) situations	Elem	64	19	17
	Sec	47	35	18
10. Interactions between you and minority students in conflict (problem) situations	Elem	60	20	20
	Sec	45	36	20
11. Interactions between you and parents of racial/ethnic groups other than your own	Elem	51	27	22
	Sec	31	47	22
12. Interactions between you and parents of your own racial/ethnic group	Elem	56	25	19
	Sec	34	46	21
13. Conflict situations between and among students of different racial/ethnic backgrounds	Elem	56	24	20
	Sec	39	41	20

Table 6

Elementary and Secondary Staff Perceptions of Interpersonal Relationships Within Their School in May 1974 and May 1975

Type of Interaction	Dimension	Mean Rating[a]			
		Elementary		Secondary	
		1974	1975	1974	1975
1. Relationships Among All Staff Members	Friendly-Unfriendly	3.9	3.9	3.6	3.7
	Sensitive-Insensitive	3.5	3.5	3.2	3.3
	Open-Closed	3.4	3.4	3.2	3.2
	Trustful-Distrustful	3.5	3.5	3.2	3.2
2. Relationships Between All Staff Members and All Students	Friendly-Unfriendly	3.9	4.1	3.6	3.7
	Sensitive-Insensitive	3.8	3.7	3.4	3.4
	Open-Closed	3.6	3.7	3.3	3.3
	Trustful-Distrustful	3.5	3.7	3.2	3.3
3. Relationships Between Staff Members of Different Racial/ Ethnic Backgrounds	Friendly-Unfriendly	4.1	3.9	3.7	3.6
	Sensitive-Insensitive	3.9	3.7	3.5	3.4
	Open-Closed	3.7	3.7	3.3	3.4
	Trustful-Distrustful	3.7	3.6	3.3	3.2
4. Relationships Between Staff Members and Students of Different Racial/Ethnic Backgrounds	Friendly-Unfriendly	4.0	4.0	3.5	3.5
	Sensitive-Insensitive	3.9	3.7	3.4	3.4
	Open-Closed	3.8	3.7	3.3	3.3
	Trustful-Distrustful	3.7	3.6	3.2	3.2
5. Relationships Between Students of Different Racial/Ethnic Backgrounds	Friendly-Unfriendly	3.6	3.7	3.2	3.3
	Sensitive-Insensitive	3.3	3.4	3.0	3.1
	Open-Closed	3.4	3.5	3.0	3.0
	Trustful-Distrustful	3.3	3.4	2.9	3.0

[a]Each dimension was rated on a five-point scale, with 1.0 the least favorable rating and 5.0 the most favorable rating.

Table 7

Reactions to the MPS Human Relations Programs by 1974-75 Staff According to the Racial/Ethnic Background of the Respondents

Item	Response	Elementary		Secondary	
		White N=1020	Black N=59	White N=949	Black N=70
1. I had a clear idea of the purpose or goals of this year's HRP for my school	Strongly Agree	26%	23%	15%	28%
	Agree	59	48	56	52
	Disagree	13	16	23	19
	Strongly Disagree	2	13	6	1
2. I had some input into what this year's HRP would be	Strongly Agree	27	26	20	28
	Agree	54	39	54	57
	Disagree	15	18	20	10
	Strongly Disagree	4	18	7	6
3. This year's HRP was related to the needs in my school	Strongly Agree	26	32	16	28
	Agree	62	46	57	47
	Disagree	9	7	21	18
	Strongly Disagree	3	14	6	7
There is a need for more human relations education within my school or project regarding:					
4. Intra-interpersonal relationships	Strongly Agree	27%	50%	24%	59%
	Agree	47	30	46	35
	Disagree	21	13	22	4
	Strongly Disagree	5	7	8	1
5. Awareness of cultural pluralism	Strongly Agree	18	47	16	56
	Agree	52	36	46	37
	Disagree	24	9	30	6
	Strongly Disagree	6	8	8	1
6. Program change and development	Strongly Agree	22	32	24	42
	Agree	53	34	50	51
	Disagree	20	25	19	8
	Strongly Disagree	5	9	7	0
7. This year have you used the communication skills that were emphasized in past Human Relations Programs?	Yes	79%	65%	56%	62%
	No	12	10	34	25
	Did Not Participate	8	25	10	13
8. This year have you seen others using the communication skills that were emphasized in past HR programs?	Yes	77	36	52	65
	No	16	45	39	24
	Did Not Participate	7	19	9	11
9. How worthwhile were this year's HR activities to you?	Very Worthwhile	20	22	8	28
	Worthwhile	61	36	50	46
	Not Very Worthwhile	18	33	36	24
	Worthless	2	9	6	3
As a result of the past three years of Tuesday Human Relations Programs					
10. I feel I improved my interpersonal skills	Strongly Agree	10%	8%	5%	9%
	Agree	67	45	51	52
	Disagree	16	26	31	25
	Strongly Disagree	3	11	6	6
	Not Applicable	4	9	7	9
11. I got to know other staff members better	Strongly Agree	20	15	12	13
	Agree	65	50	61	54
	Disagree	11	17	21	17
	Strongly Disagree	2	13	3	9
	Not Applicable	1	6	4	7

Table 7 (continued)

Reactions by Racial/Ethnic Background

Item	Response	Elementary		Secondary	
		White	Black	White	Black
12. The members of my school developed more positve working relationships	Strongly Agree	11%	10%	4%	7%
	Agree	56	51	50	47
	Disagree	25	18	34	26
	Strongly Disagree	5	16	8	13
	Not Applicable	3	6	5	7
13. I feel better able to relate to persons of different racial/ethnic groups	Strongly Agree	13	19	7	11
	Agree	59	43	46	43
	Disagree	19	17	35	24
	Strongly Disagree	5	11	7	10
	Not Applicable	5	9	6	11
14. I am more aware of the values and outlooks of cultural and racial groups other than my own	Strongly Agree	15	17	7	19
	Agree	62	44	56	38
	Disagree	15	19	25	28
	Strongly Disagree	3	12	6	6
	Not Applicable	4	8	6	9
15. I feel better able to deal with sexism	Strongly Agree	14	18	5	20
	Agree	47	39	36	38
	Disagree	22	18	35	26
	Strongly Disagree	5	16	10	7
	Not Applicable	12	10	13	9
16. I feel better able to deal with people of different life styles and values	Strongly Agree	13	15	6	16
	Agree	63	48	52	41
	Disagree	15	19	29	27
	Strongly Disagree	4	12	7	7
	Not Applicable	5	6	7	9
Have you applied any skills or new learnings from the three years of Tuesday HR programs to help you in the following situations?					
17. Interactions between you and administrators	Yes	56%	58%	43%	65%
	No	19	17	36	19
	Not Sure	25	25	22	16
18. Staff decision making	Yes	71	49	46	57
	No	18	25	37	33
	Not Sure	11	25	17	10
19. Future Planning	Yes	65	46	46	54
	No	21	26	38	31
	Not Sure	14	28	16	14
20. Curriculum changes	Yes	50	43	43	56
	Not	31	31	41	31
	Not Sure	19	25	16	13
21. Interactions between you and staff members of racial/ethnic groups other than your own	Yes	66	54	49	68
	No	19	30	33	24
	Not Sure	15	17	18	9
22. Interactions between you and staff members of your own racial/ethnic group	Yes	70	48	48	69
	No	19	40	35	37
	Not Sure	11	12	17	4
23. Daily personal interactions between you and majority students	Yes	75	62	58	79
	No	15	25	29	14
	Not Sure	10	13	13	7
24. Daily personal interactions between you and minority students	Yes	73	54	60	73
	Not	16	35	27	24
	Not Sure	12	16	14	3

Table 7 (continued)
Reactions by Racial/Ethnic Background

Item	Response	Elementary		Secondary	
		White	Black	White	Black
25. Interactions between you and majority students in conflict (problem) situations	Yes	66%	56%	46%	68%
	No	18	30	34	25
	Not Sure	16	14	20	7
26. Interactions between you and minority students in conflict (problem) situations	Yes	63	54	44	61
	No	18	31	34	29
	Not Sure	19	15	21	10
27. Interactions between you and parents of racial/ethnic groups other than your own	Yes	50	49	30	54
	No	27	37	47	33
	Not Sure	23	14	23	13
28. Interactions between you and parents of your own racial/ethnic group	Yes	56	54	33	55
	No	24	35	46	32
	Not Sure	20	12	21	13
29. Conflict situations between and among students of different racial/ethnic backgrounds.	Yes	57	57	38	66
	Not	23	33	40	29
	Not Sure	20	10	22	6

Table 8

Mean Ratings by Elementary and Secondary Staff of Interpersonal Relationships Within Their School by Race

Type of Interaction	Dimension[a]	Elementary		Secondary	
		White N=1020	Black N=59	White N=949	Black N=70
Relationships Among All Staff Members	Friendly-Unfriendly	4.0	3.4	3.8	3.1
	Sensitive-Insensitive	3.6	3.0	3.3	3.0
	Open-Closed	3.5	3.0	3.3	2.8
	Trustful-Distrustful	3.5	3.0	3.3	2.8
Relationships Between All Staff	Friendly-Unfriendly	4.2	3.5	3.8	3.1
	Sensitive-Insensitive	3.8	3.2	3.5	3.0
	Open-Closed	3.7	3.1	3.4	2.8
	Trustful-Distrustful	3.8	3.1	3.4	2.8
Relationships Between Staff Members of Different Racial/Ethnic Backgrounds	Friendly-Unfriendly	4.0	3.8	3.7	3.3
	Sensitive-Insensitive	3.8	3.2	3.4	3.0
	Open-Closed	3.8	3.3	3.4	3.1
	Trustful-Distrustful	3.6	3.3	3.2	3.0
Relationships Between Staff Members and Students of Different Racial/Ethnic Backgrounds	Friendly-Unfriendly	4.0	3.6	3.6	2.9
	Sensitive-Insensitive	3.8	3.0	3.4	3.0
	Open-Closed	3.8	3.0	3.3	2.8
	Trustful-Distrustful	3.7	3.1	3.2	2.9
Relationships Between Students of Different Racial/Ethnic Backgrounds	Friendly-Unfriendly	3.7	3.5	3.3	3.2
	Sensitive-Insensitive	3.5	3.1	3.1	3.2
	Open-Closed	3.5	3.1	3.1	3.1
	Trustful-Distrustful	3.4	3.1	3.0	3.1

[a]Each dimension was rated on a five point scale, with 1.0 the least favorable rating and 5.0 the most favorable rating.

APPENDIX B

Minneapolis Public Schools
Human Relations Program

During the 1974-75 school year each school developed and implemented a human relations program that used five Tuesday released time sessions as a minimum amount of time. Your frank response to the items on this questionnaire will be very helpful in assessing the value of the Human Relations Program and in giving direction to future programs. There are no right or wrong answers; just opinions. Do not sign your name. HRP stands for Human Relations Program. The items start with number (3) for data processing purposes. Thank you.

Indicate the extent to which you agree or disagree with the following statements by circling the appropriate number under Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

		SA	A	D	SD
(3)	I had a clear idea of the purpose or goals of this year's HRP for my school or project.	1	2	3	4
(4)	I had some input into what this year's HRP would be.	1	2	3	4
(5)	This year's HRP was related to the needs in my school.	1	2	3	4
(6-8)	There is a need for more human relations education within my school or project regarding:				
	(6) Intra-interpersonal relationships	1	2	3	4
	(7) Awareness of cultural pluralism	1	2	3	4
	(8) Program change and development	1	2	3	4

As a result of the past three years of Tuesday Human Relations Programs: (Circle 5 under NA if your HR programs did not address this topic)

		SA	A	D	SD	NA
(9)	I feel that I improved my interpersonal skills.	1	2	3	4	5
(10)	I got to know other staff members better.	1	2	3	4	5
(11)	The members of my school or project developed more positive working relationships.	1	2	3	4	5
(12)	I feel better able to relate to persons of different racial/ethnic groups.	1	2	3	4	5
(13)	I am more aware of the values and outlooks of cultural and racial groups other than my own.	1	2	3	4	5
(14)	I feel better able to deal with sexism.	1	2	3	4	5
(15)	I feel better able to deal with people of different life styles and values.	1	2	3	4	5

(16) This year have you used the communication skills that were emphasized in past Human Relations Programs?

_____ 1. Yes
_____ 2. No
_____ 3. I did not take part in past HR programs that emphasized communication skills.

(17) This year have you seen others using the communication skills that were emphasized in past HR programs?

_____ 1. Yes
_____ 2. No
_____ 3. I did not take part in past HR programs that emphasized communication skills.

Have you applied any skills or new learnings from the three years of Tuesday Human Relations Programs to help you in any of the following situations.

		Yes	No	Not Sure
(18)	Interactions between you and administrators	1	2	3
(19)	Staff decision-making	1	2	3
(20)	Future Planning	1	2	3
(21)	Curriculum changes	1	2	3
(22)	Interactions between you and staff members of racial/ethnic groups other than your own	1	2	3
(23)	Interactions between you and staff members of your own racial/ethnic group	1	2	3
(24)	Daily personal interactions between you and majority students	1	2	3
(25)	Daily personal interactions between you and minority students	1	2	3
(26)	Interactions between you and majority students in conflict (problem) situations	1	2	3
(27)	Interactions between you and minority students in conflict (problem) situations	1	2	3
(28)	Interactions between you and parents of racial/ethnic groups other than your own	1	2	3
(29)	Interactions between you and parents of your own racial/ethnic group	1	2	3
(30)	Conflict situations between and among students of different racial/ethnic backgrounds	1	2	3

(31) How often this year, in addition to the minimum five Tuesdays, have you participated in sessions that were designed to resolve human relations problems in your school?

_____ 1. Ten times or more
_____ 2. 5-9 times
_____ 3. 1-4 times
_____ 4. Never

OVER

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How do you view the interpersonal relationships among the various members of your school setting? Under each of the five relationships specified below, four pairs of adjectives are used to describe the quality of the relationship. Indicate how you feel about each of the relationships by circling the number that is closest to how you feel. If your feelings are neutral, circle 3. If you do not think that you can make a judgment, do not circle any number on the line. Your answers should indicate how you perceive the relationships of all members in the specified relationship, not just how you as an individual may fit into the relationship.

THE RELATIONSHIPS AMONG ALL STAFF MEMBERS ARE

(32) Friendly 1 2 3 4 5 Unfriendly

(33) Insensitive 1 2 3 4 5 Sensitive

(34) Closed 1 2 3 4 5 Open

(35) Trustful 1 2 3 4 5 Distrustful

THE RELATIONSHIPS BETWEEN STAFF MEMBERS OF DIFFERENT RACIAL/ETHNIC BACKGROUNDS ARE

(36) Friendly 1 2 3 4 5 Unfriendly

(37) Insensitive 1 2 3 4 5 Sensitive

(38) Closed 1 2 3 4 5 Open

(39) Trustful 1 2 3 4 5 Distrustful

THE RELATIONSHIPS BETWEEN ALL STAFF MEMBERS AND ALL STUDENTS ARE

(40) Friendly 1 2 3 4 5 Unfriendly

(41) Insensitive 1 2 3 4 5 Sensitive

(42) Closed 1 2 3 4 5 Open

(43) Trustful 1 2 3 4 5 Distrustful

THE RELATIONSHIPS BETWEEN STAFF MEMBERS AND STUDENTS OF DIFFERENT RACIAL/ETHNIC BACKGROUNDS ARE

(44) Friendly 1 2 3 4 5 Unfriendly

(45) Insensitive 1 2 3 4 5 Sensitive

(46) Closed 1 2 3 4 5 Open

(47) Trustful 1 2 3 4 5 Distrustful

THE RELATIONSHIPS BETWEEN STUDENTS OF DIFFERENT RACIAL/ETHNIC BACKGROUNDS ARE

(48) Friendly 1 2 3 4 5 Unfriendly

(49) Insensitive 1 2 3 4 5 Sensitive

(50) Closed 1 2 3 4 5 Open

(51) Trustful 1 2 3 4 5 Distrustful

(52) All in all, how worthwhile were this year's human relations activities to you?

_____ 1. Very worthwhile

_____ 2. Worthwhile

_____ 3. Not very worthwhile

_____ 4. Worthless

(53) What activities, within the Human Relations Program (such as processes, techniques, speakers, experiences, topics), were most valuable to you? Please be specific.

(54) In human relations programs it is important to know how people of different racial/ethnic backgrounds view the program. Please indicate your racial/ethnic background below. Responses by racial/ethnic background will be reported by total city and area only. Feel free to leave this blank if you wish.

_____ 1. Black American

_____ 2. Asian American

_____ 3. Indian American

_____ 4. Spanish-surnamed American

_____ 5. White American

_____ 6. Other racial/ethnic group

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Research and Evaluation Department
March 1975

Appendix C

Broad Guidelines for Human Relations Education

I. MPS Human Relations Guidelines (Adopted November 24, 1970)

A quality school is . . . a school where there is a climate of mutual trust and respect among the student body, faculty and school community . . ."

II. MPS Desegregation/Integration Plan (Adopted April 25, 1972)

"Human Relations -- the ability to communicate effectively with sensitivity is required increasingly in today's educational processes. These skills must be developed by staffs if they are to maximize their educational effectiveness."

"Ethnic Studies -- as Minneapolis desegregates its schools, . . . the teacher must be sensitive to the values, attitudes and outlooks possessed by individuals (from diverse ethnic backgrounds)."

III. MPS Proposal for Human Relations Recertification Programs

Teacher Competencies:

"(aa) Understand the contributions and life styles of the various racial, cultural and economic groups in our society."

"(bb) Recognize and deal with dehumanizing biases, discrimination and prejudices."

"(cc) Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relations."